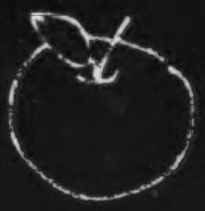
HEALTHY SCHOOLS



A RESOURCE GUIDE
FOR TEACHERS

Health
Our Choice
For Life

OFFICE OF HEALTH PROMOTION
BC MINISTRY OF HEALTH AND
MINISTRY RESPONSIBLE FOR SENIORS

92-04514/

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ACKNOWLEDGEMENTS

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Health
Our Choice
For Life

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BACKGROUND

A NEW VIEW OF HEALTH ...

Not long ago health was defined in terms of the "absence of disease" and considered to be limited to one's personal responsibility. With changes in society and the challenges we face in the 1990's and beyond, a new, broader view of health has emerged.

HEALTH is seen as "the extent to which an individual or group is able, on the one hand, to realize aspirations and to satisfy needs and, on the other hand, to change or cope with the environment. Health is therefore seen as a resource for everyday life, not as the objective of living; it is a positive concept emphasizing social and personal resources as well as physical capacity."[1] Health is therefore seen as more than the absence of disease.

HEALTH PROMOTION is the "process of enabling people to increase control over, and improve, their health. It represents a mediating strategy between people and their environment, synthesizing personal choice and social responsibility in health to create a happier future." [2] Health Promotion may include "education, research, legislation, policy co-ordination and community development."[3]

HEALTH PROMOTION IS ...	HEALTH PROMOTION IS NOT...
• Fitting exercise into our daily lives. It involves broad participation of all students and teachers in school events that focus on active living. Teachers, students and their families might "log" miles by jogging or walking "on a trip to the moon" or "around the world."	• An aerobics class at noon.
• Role modelling non-smoking behavior and making schools smoke-free. It is practising skills to resist peer pressure to smoke.	• Telling students not to smoke.
• Ensuring that healthy foods are available in vending machines and school cafeterias as well as at all school events or students and teachers maintaining vegetable gardens as school projects.	• Listening to a lecture on nutrition.
• Supporting "mentor" or peer counselling programs that model and reinforce positive, caring, relationships or training playground "mediators".	• Information about school rules for students and parents.

The new view of health recognizes the health needs of children and the crucial role of a supportive environment. Like adults, children can become active participants in health promoting activities. By learning life skills for health which emphasize decision making, coping and community participation, children and adults alike can make a difference.[4] This guide outlines a strategy for enhancing these skills in a Healthy School environment.

INTRODUCTION

If there are two words that best describe what schools face in the 1990's, they are ***challenge*** and ***change***. The challenge is to offer a positive learning environment, and at the same time to deal with everything from illness and absenteeism to social and family problems. To make the challenge greater, all this must be done in a context of significant change. With a new philosophy and new curricula, the educational system is undergoing more rapid change than ever before.

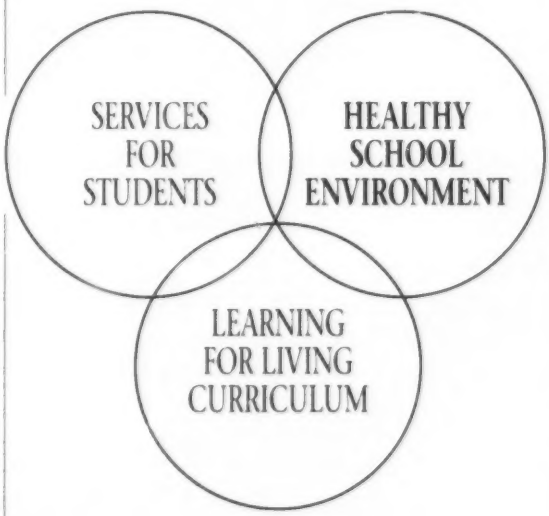
This guide and the whole Healthy School idea is designed to help you face the challenge and the change. Healthy students and teachers in a healthy school will be more able and willing to learn and work. If students and teachers feel a part of something, and if there is a strong sense of community in the school, some of the problems that interfere with learning and teaching may be lessened.

This time of change brings competing demands for classroom time and numerous program resources designed to assist you. This planning guide, with its straightforward framework for decision making, can help you manage this wealth of information. It can be used to help you determine priorities, set objectives and establish plans for action.

The purpose of this planning guide is to apply a strategy to build Healthy Schools, reinforce classroom teaching and enhance decision-making skills for health.

The Healthy Schools guide is a practical resource for teachers at all levels—primary, intermediate and graduate. It recognizes that there is variation in the developmental and cognitive abilities of primary, intermediate and graduate level students. Therefore, your Healthy Schools projects will need to be created or adapted for each level of learning.

The planning guide targets a classroom focus. It can easily be adapted for school-based initiatives with broader participation. It focuses on one of the three elements of a comprehensive Learning for Living program **- the Healthy School environment.**



This planning guide assists in your efforts to create or enhance a Healthy School environment. The healthy school approach builds on the new view of health and the need for health promotion. It focuses on the school as a COMMUNITY and offers practical ways for all members—students, teachers, administrators and parents—to become involved and to help make your school a healthier place to be. In working toward this goal, the process can:

- encourage creative solutions to school health issues
- create an environment that supports the physical, mental and social well-being of everyone at your school

- assist members of the school community (students, teachers, staff, administrators, school health nurses and community members) to acquire the knowledge, skills and attitudes needed to contribute to their own health and to a healthy society

- demonstrate that there is a strong relationship between personal health and a healthy environment

- reinforce that when people share ideas and work together they CAN make a difference in their personal health and that of their school and community.

Whether teacher, student, administrator, support staff or school visitor, **Healthy School environments** broaden the choices available for health.

This guide provides significant assistance to teachers and schools of British Columbia as they pursue the new direction of Learning for Living.

WHAT IS A HEALTHY SCHOOL ENVIRONMENT?

The Healthy School environment is the third element of a comprehensive Learning for Living program. The environment includes the psychological and social climates as well as the physical surroundings in which students live and learn. A Healthy School environment is achieved by adapting the social and/or physical surroundings in ways that preserve and enhance the health and well-being of staff and students. It is an environment free from discrimination, harassment and intimidation in which individual differences and cultural traditions are respected.

A Healthy School is clean and safe and enhances learning. It has good lighting, appropriate ventilation and heating, fire and safety protection, clean water and proper waste disposal. As well, it promotes health through positive staff and pupil rapport, positive role models, provision of nutritious food choices in cafeterias and vending machines and readily accessible facilities for physical activities.

A Healthy School environment is one that is cooperative and caring; it enables students to meet their basic needs in times of crisis and during periods of development.

School Board policies can also reinforce the concept of a healthy environment (e.g., policies banning smoking on school premises, setting up health advisory committees, ensuring safe facilities, etc.).

The health and well-being of school-aged children directly affects the health of the community. Similarly, the health of the community, through its involvement in and commitment to health and the well-being of children, has a direct impact on the school. Parent and community involvement in health matters can provide support and reinforcement for the objectives of the school-based curriculum. By drawing upon the energy, skills and creativity of community members, activities and programs can be developed to effectively and meaningfully support the Learning for Living curriculum.[5]

GUIDELINES FOR GETTING THE MOST OUT OF SESSIONS

Healthy Schools sessions can be creative and fun where much is accomplished. Their success depends on how you organize and run them. Here are some suggestions to plan for success:

- The guide assumes that you, the teacher, are the person who will keep things moving and on track. You might wish to work with another teacher, school health nurse, community development worker, parent or others.
- Staff may have to take a leadership role in projects involving students at the primary and early intermediate levels. At the late intermediate and graduate levels, students may take the lead with staff simply offering guidance and support. In either case, the approach should be one of facilitating change rather than prescribing solutions.
- Establish clear goals which are realistic for the time available.
- Reinforce with your students that what they are doing is a powerful process that will affect change in their health and that of their school and their communities.
- Include stop breaks—short periods where the class can evaluate its progress and make changes (if necessary) to improve the rest of the session.
- Make sure everyone is involved.
- Conclude the session with a shared, agreed-upon plan of action.
- Don't be too serious. Remember, flexibility and enjoyment are both keys to success.
- While working to enhance the health of students and improve the school environment, staff must be sure to look after themselves as well. A high level of personal health has its own rewards. Healthy, active staff serve as wonderful role models for students of all ages.

Information on available resources, suggestions for sample projects and planning summaries are included in this guide. The Learning for Living curriculum guide provides a valuable dimension to the process.

STEP-BY-STEP

THERE ARE FIVE STEPS TO WORK THROUGH TO CREATE A HEALTHY SCHOOL PROJECT:

STEP ONE: *CREATE A SHARED VISION OF A HEALTHY SCHOOL*

STEP TWO: *SELECT THE PRIORITY HEALTH ISSUES*

STEP THREE: *DEVELOP AN ACTION PLAN*

STEP FOUR: *PUT THE PLAN INTO ACTION*

STEP FIVE: *EVALUATE PROGRESS AND PLAN FOR THE FUTURE*

Suggestion: Before beginning, photocopy all the Planning Summary sheets at the back of this guide and use the copies for recording purposes. By doing this, the planning guide can be used more than once and kept as a ready reference.

Specific projects undertaken may be short, medium or long-term. Their duration will be determined by the enthusiasm, support and resources available for the process in your classroom or school.

Now that you have read the Background and Introduction, you are ready to learn how to:

CREATE A SHARED VISION OF A HEALTHY SCHOOL (Step One)...

Good Luck and Have Fun !!

STEP ONE: CREATE A SHARED VISION OF A HEALTHY SCHOOL

Step One involves discussion of important health issues in your school and brainstorming ideas for change. The easiest way to do this may be in individual classroom discussions. You might involve the school health nurse, principal, parents or other community members in working cooperatively to create a shared vision of health. You decide what could work best to start the process in your school.

The goal for this step is to have students and teachers create a shared vision of a healthy school—***imagine your school as you would like it to be.***

The term ***vision*** is used here rather than a goal or an objective because it implies a real sense of idealism and a fresh, new way of looking at things.

GUIDELINES FOR THE BRAINSTORMING SESSION

The first session in Step One should be one, big, barn-burning, brainstorming "picnic." Everything that follows will build on the ideas generated during this session. Broad participation in this step is crucial to success; everyone should have a chance to participate.

The brainstorming session is an informal but organized method of creative thinking designed to produce some great ideas. It's a time to let imaginations run wild to encourage innovation. It's time for free-wheeling where "anything goes."

Here are a few suggestions to harness brain power:

- Set a time limit. One classroom session should be enough to generate ideas.
- Designate a recorder from within the group and use a blackboard, overhead projector or flipchart to record ideas for all to see.
- Do not discuss, judge or evaluate ideas during the session. This can be done later.
- Go for quantity and record all ideas offered. The more ideas, the better chance of a few great ones. Often the best ideas are triggered by simpler, more basic ones.
- Encourage creativity and free expression.
- Build on each idea put forward. Brainstorming is contagious and chain reactions can offer some innovative ideas.

There are many approaches to brainstorming. One or all of these may be utilized:

- Lead participants in the session through a "Back to the Future" daydream of "Looking at our School Health." Begin by imagining that you are hovering above the school and observing the scene, the people, what is there and what is going on as if for the first time. Slowly descend, taking note of the sites, sounds and smells. Look at the school yard, check out the hallways, go into the classrooms and visit the gym. Get a mental image of things as you would like them to be.

  Phrase ideas by saying, "In our Healthy School, I see... staff and students who care about one another and respect each other's needs and interests. I see signs saying 'Welcome to our smoke-free school'."

Emphasize the positive aspects of a Healthy School; do not limit your vision to what you don't want.

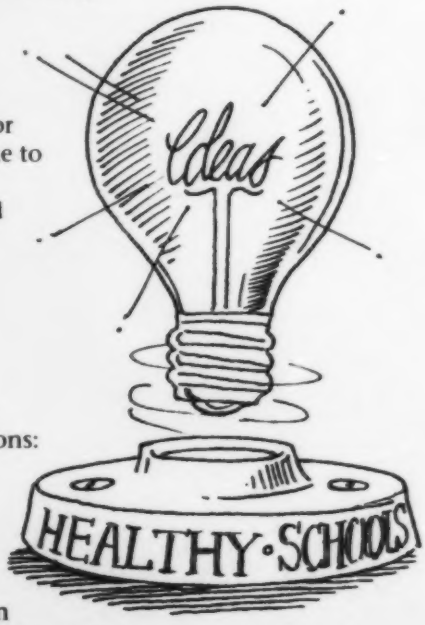
As part of the brainstorming process, compare your school as it is now to the ideal you imagine. This will help identify things that need to be worked on and how to get there.

- Imagine a Healthy School utilizing a "health report card" prepared by students. Look at your school as it is now; consider both the positive and negative aspects of health in your school.

  Begin by asking: "What are the health issues that concern students, teachers and staff? What can be done to create a healthier school environment?"

  In this method of brainstorming, phrase ideas as health issues. In the area of nutrition, for example, concern at your school may be for those students who come to school having had little or no breakfast and therefore compromise their opportunity for effective learning.

- Prompt the group to explore the vision of a Healthy School by posing a series of questions: Do students feel safe travelling to school by bus or when they are walking, cycling or in a car? Do children get along on the playground? What is the school policy toward smoking? How is the school addressing nutrition issues? These questions will lead to further discussion, identification of the important issues and suggestions for action.



There are other ways to brainstorm. Whatever methods are chosen, follow the tips above and use a blackboard or flipchart to note ideas during the discussion.

When the meeting is finished, use Planning Summary #1 to record all ideas. When this is done, you are ready to:

SELECT THE PRIORITY HEALTH ISSUES (Step Two)...

STEP TWO: SELECT THE PRIORITY HEALTH ISSUES

The goal for Step Two involves taking the good ideas developed in Step One, discussing and evaluating them, and choosing two or three priority issues your group would like to act upon.

Review the brainstorming session realistically. Consider the ideas obtained from it one by one, looking at each of them in these four ways:

1) What do various members of the school community think about it?

2) What is needed to bring about change?

3) Do you have the human and financial resources to make the changes you want?

4) Is the project feasible and can you do it in a reasonable period of time?

Be sure to emphasize small steps. You can always come back and work on other issues at a later stage.

To evaluate the ideas fairly, ask members of the group to do some homework prior to the meeting. Remember, everyone should have a task to do. Information to be gathered could include:

- Facts and figures for the health issues on the list (e.g., number of students riding a bicycle to school, number that wear a bicycle helmet).

- Opinions on various issues (e.g., do parents view a lack of a bicycle helmet as a safety/health risk for their child?).

- Resources in the community to help bring about change (e.g., someone to educate on the need for bicycle safety —like your local police; a local sporting goods shop that might bring helmets to the school and sell them below retail price, etc.).

Select the priority issues:

- Briefly review all issues raised in Step One.

- Discuss and make a list of opportunities and potential obstacles for each issue.

- Consider the importance of each issue and its potential for success. Take into account prevailing opinions and available resources. Can the steps required to achieve success be met realistically?

- Select the issues by a show of hands or a ballot.

Once priority issues have been identified, establish one or more specific ***objectives*** for each issue. The number of objectives set will be determined by the nature of the issue. Word the objectives clearly so that when the project is finished you can determine how closely you came to accomplishing them, e.g. number of students wearing bicycle helmets before and after the program.

Refer to the Project Samples in this guide for specific project ideas.

Once Planning Summary #2 is complete, move on to:

DEVELOP AN ACTION PLAN (Step Three) ...

STEP THREE: DEVELOP AN ACTION PLAN

Step Three takes the priority issues and objectives from Step Two and develops a realistic plan of action to achieve the desired changes. This step involves the original participants who took part in Steps One and Two.

There are many creative health promotion approaches which can be used to achieve your goals. Different types of approaches are highlighted in the list below along with sample action steps to show what a class might undertake.

Suggested approaches can be used singly or together in the development of the action plan. However, success is more likely if a range of strategies is used. Refer to specific project samples on page 14 to help in your planning.

Health Promotion Approach	Sample Action Step
Support individual action	use recognition & awards (See Project Samples 1 & 3)
Involve others	recruit the school principal, other teachers or classes, parents, community groups, or local businesses (See Project Samples 1 to 6)
Provide a focus for your efforts	form project committees with specific tasks (See Project Samples 1 to 5)
Speak out for "health"	involve the media—school or community newspapers, local radio and television stations (See Project Samples 2, 3 & 6)
Build new partnerships	work with community businesses or groups (See Project Samples 2 & 4)
Develop supportive policies	change school rules (See Project Samples 2 & 6)

Once Planning Summary #3 is complete, move on to:

PUT THE PLAN INTO ACTION (Step Four)...

STEP FOUR: PUT THE PLAN INTO ACTION

Step Four involves taking the action plan and carrying out the steps necessary to accomplish the objectives. The more people who participate at this stage, the better the chances for success.

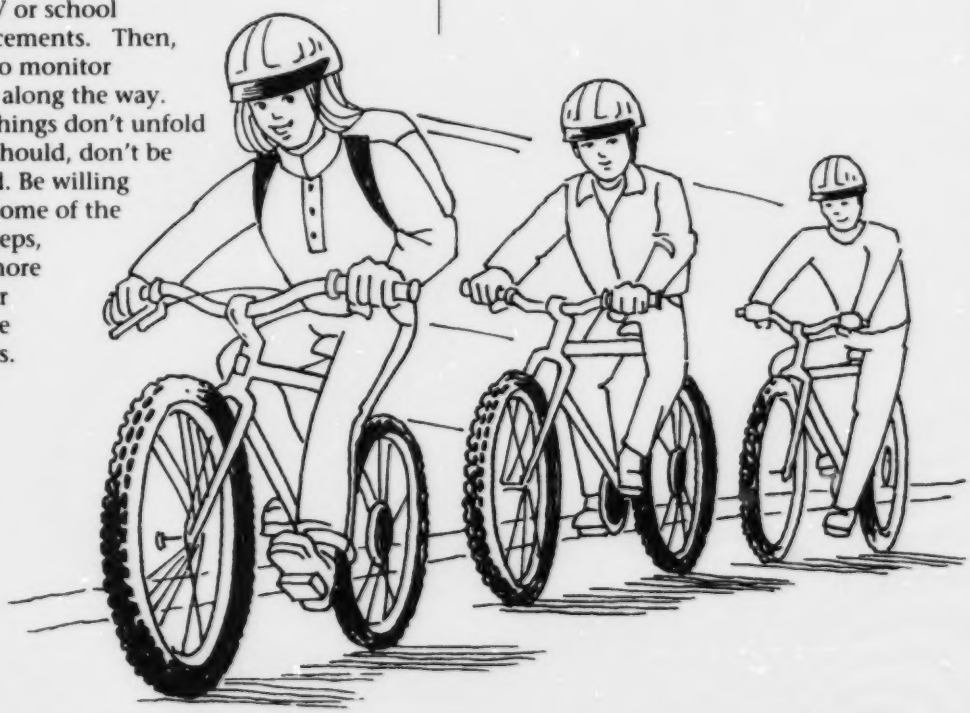
The goal for this step is to launch the project and carry out the action plan.

Steps One, Two and Three involved thoughtful planning. Now is the time to put all that creativity and effort to work. In launching the project, consider advertising with posters, newsletters, radio, TV or school announcements. Then, be sure to monitor progress along the way. And, if things don't unfold as they should, don't be surprised. Be willing to alter some of the action steps, recruit more people or revise the deadlines.

Review progress regularly and deal with any problems that arise. Use Planning Summary #4 to focus discussion during meetings. During the meetings, be sure to recognize the group for their efforts and encourage them to keep going!

Once Planning Summary #4 has been completed it is time to:

EVALUATE PROGRESS AND PLAN FOR THE FUTURE (Step Five)...



STEP FIVE: EVALUATE PROGRESS AND PLAN FOR THE FUTURE

The overall goal of Step Five is to evaluate your progress, share project stories with other classes, parents and community groups, and celebrate your accomplishments.

EVALUATE YOUR PROGRESS

It is always helpful to evaluate projects or activities that are conducted in your school. Evaluation allows the project group to assess its activities and make plans for the future. The Project Summary form for Step Five is included as an important step in the Healthy Schools process.

SHARE YOUR STORIES

Stories can be shared by involving the local media to publicize the project activities. They can also be shared with the School Board, parent-teacher association or other local schools. Copies of reports or news bulletins can be sent to the Ministry of Health, Office of Health Promotion to spread the word and help them learn about the creative approaches you have used. Refer to Healthy Schools References for addresses of interested organizations.

CELEBRATE YOUR EFFORTS

Your Healthy Schools project should be fun, so you may consider planning a celebration get-together for everyone who participated (students, other teachers, parents, principal, school health nurse, community representatives, members of the local media, etc.).

- Share your stories — Who was involved at various stages? How did things go? What might you change if you were to do it again? What are your plans for the future?
- Give some awards (serious or silly) to participants for their special contributions.
- Talk about ways to publicize what you did to get more people involved next time.

PLAN FOR THE FUTURE

Once you have evaluated and celebrated your project, you can plan for another brainstorming session. You might even have picked up some ideas during the celebrations! Next time, involve even more people so that as many people as possible can help create a healthier school environment in which students and teachers can grow and learn!

KEEP THE PROCESS GOING...

HEALTHY SCHOOLS PROJECT SAMPLES

HEALTHY SCHOOLS PROJECT SAMPLES

These sample projects are included only as a guide for planning your project. They show how you might word issue statements and objectives; they emphasize the practical nature of the action to be taken. Rather than listing a number of specific action steps—because whatever is stated, other good ones will be left out—they are presented in a scenario format to show how a variety of different initiatives can work together for the common cause.

There are many important health issues other than the ones included here and all kinds of creative action steps can be used to accomplish your goals. In each sample, the curriculum level that is appropriate is highlighted.

SAMPLE #1:

TOWARD HEALTHIER EATING HABITS

Health Issue:
Many students in our schools have nutritional habits which are detrimental to their health and compromise their opportunity for learning.

Objective:
To provide all students with healthy food choices at school.

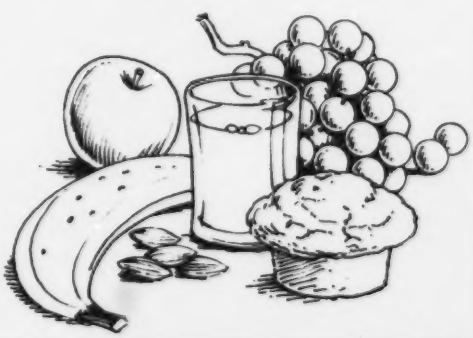
Level:
Primary/Intermediate/Graduate

Action:
Three students used the School Food Guidelines and material from the library to do research on the nutritional value of the foods provided in the cafeteria and available in the vending machines. They needed a little assistance so they checked their facts and figures with the public health nutritionist. With her help, they prepared a list of realistic changes that would improve the situation.

The students who did the research held an assembly and the nutritionist told everyone about their findings. Students were polled; it was found that most of them would like to see changes. An ***Action on Eating Right Committee*** was formed and a ***Healthy Food Choices*** campaign was soon launched.

The first step was to present students with a list of nutritious possibilities for the cafeteria and vending machines. They voted for their favourites, tabulated the results, then—with the help of parent volunteers—contacted local suppliers for availability and price of the chosen items. Changes in the vending machines included substituting fruit juice for some of the pop, and peanuts and popcorn for potato chips. A ***We-Serve-U*** (Catering) Committee was formed to purchase supplies and make nutritious deli sandwiches as an added option in the cafeteria.

A parent volunteered to provide apples from his farm twice a week. They were purchased at a reasonable price and the little profit that was made on the sale of them was used for some special events and promotions for the overall campaign. One special event was an ethnic food fair where students prepared and served tasty treats from their native country (or their parents' homeland if they, themselves, were born in Canada). There was a significant increase in the sale of healthy foods in vending machines and in the cafeteria. The profits went toward the planning of a second ethnic food fair.



SAMPLE #2:

TOWARD A HEALTHY ENVIRONMENT

Health Issue:
Paper waste adds to global pollution and contributes unnecessarily to problems at disposal and landfill sites. Students are very aware of this "global issue" and keen to do their part to help address it.

Objective:
To modify practices in the school to use less paper, reuse paper whenever possible, and recycle some of the paper that now goes out with the garbage.

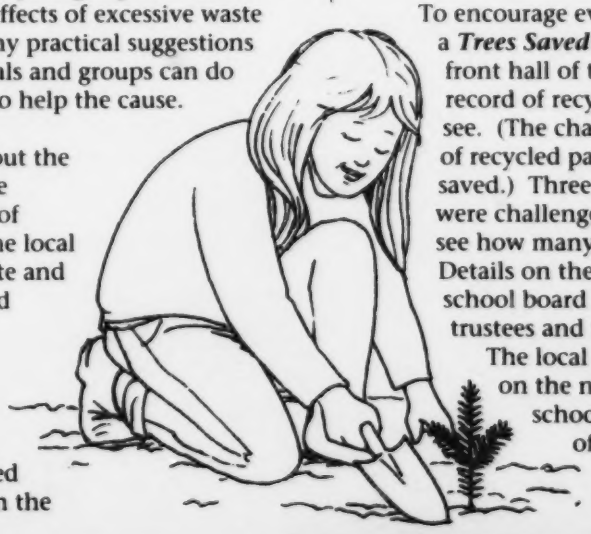
Level:
Primary/Intermediate/Graduate

Action:
The ***Waste Not Committee***, formed to spearhead efforts, invited three specialists in the field to take part in a panel discussion at a student assembly. These professionals—a biologist, a public health inspector, and a recycling expert—talked about the global effects of excessive waste and also gave many practical suggestions on what individuals and groups can do at the local level to help the cause.

To learn more about the problem and some solutions, groups of students visited the local garbage landfill site and the warehouse and work yard of a company that purchases recycled paper. A group of students researched the use of paper in the school and decided that some changes could be made to improve the situation.

They adopted a ***reduce, reuse, recycle*** theme and set up a committee to tackle projects in each of these areas. To reduce, for example, they agreed on a policy that all handouts, tests, etc., should be printed on two sides of each sheet of paper. In the computer room, students were encouraged to do fewer printouts of their projects by revising and editing on the screen when possible. To reuse, art students set up a system to collect scrap paper from classrooms and use it again for projects in the art room.

To recycle, the ***Paper Chase Committee*** (a subgroup of the ***Waste Nots***) organized bins to separate recyclable paper from garbage and arranged for pickup by the private company visited earlier. A ***Nickel and Dime Committee*** banked the money earned from selling the recyclable paper and found useful ways to spend it to contribute directly to a healthier school environment.



To encourage everyone to get involved, a ***Trees Saved*** chart was set up in the front hall of the school to keep a record of recycling success for all to see. (The chart showed that one ton of recycled paper equals 17 trees saved.) Three neighbouring schools were challenged to do the same—to see how many trees they could save! Details on the project were sent to the school board superintendent, school trustees and the local newspaper. The local TV station ran a story on the news noting that the four schools involved saved a total of 48 trees through their efforts over a six-month period.

SAMPLE #3:

TOWARD A MORE ACTIVE LIFE

Health Issue:
Participating in regular physical activity enhances the mental, physical and social health of students and staff.

Objective
To encourage students to make physical activity an important part of their daily living.

Level:
Primary/Intermediate/Graduate

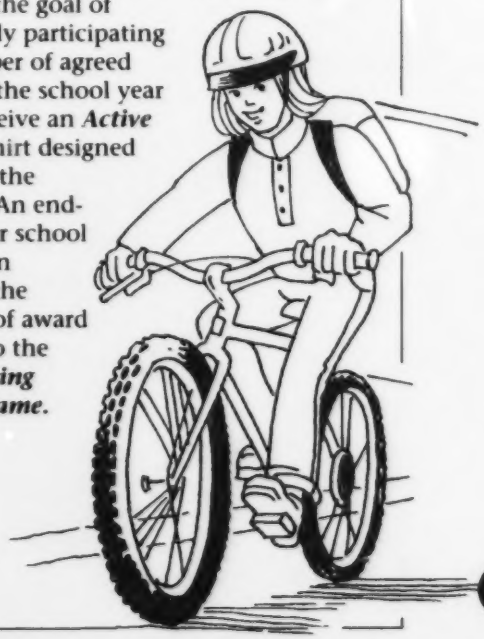
Action:
The ***Active Living Committee*** was formed near the start of the school year to encourage student participation in physical activity. Committee members met with representatives of the school's physical education department, the local recreation department and the YM/YWCA to discuss ways of getting more students involved in activities.

Each class also participated in a ***Just-Do-It Day*** where students identified all the places in their community where they could be active and presented ideas for increasing their participation. Theme events, games, dance, fitness, gymnastics, sneaker days, challenge days and weekly activity plans were all suggested and students voted on which activities they would like to take part in.

As a result of students' votes, the ***Active Living Committee*** planned a special ***Reach for the Sky week*** which challenged each classroom to see which could log the most kilometers up "Mount Everest".
Students and teachers could also involve their family members to add up the most logged kilometers including walking, jogging, jumping or wheeling their way. The committee invited local merchants to sponsor "I Climbed Mount Everest" awards for the challenge winners.

The success of the climb led the school to launch monthly challenge events which were supported by local businesses, the recreation department and provincial sport organizations. Stories and photographs of the award winners were published in the local paper. Each classroom took their turn in organizing and running the monthly events and involved local senior citizens, parents and other community groups in making the school more active. In addition the recreation department provided special rental rates for students and their families on monthly ***Active Living*** days.

The ***Active Living Committee*** arranged with a local advisory group to develop a matching fund so that every participant who met the goal of successfully participating in a number of agreed events in the school year would receive an ***Active Living*** t-shirt designed by one of the students. An end-of-the-year school celebration included the selection of award winners to the ***Active Living Wall of Fame.***



SAMPLE #4:

WELCOMING NEW STUDENTS

Health Issue:
Joining a new school and/or culture is a stressful time for students; self-esteem and sense of belonging might suffer from such a move.

Objective:
To provide a welcoming atmosphere for all students, especially for those with disabilities or who are recent immigrants to Canada, and to encourage their involvement in a variety of school activities.

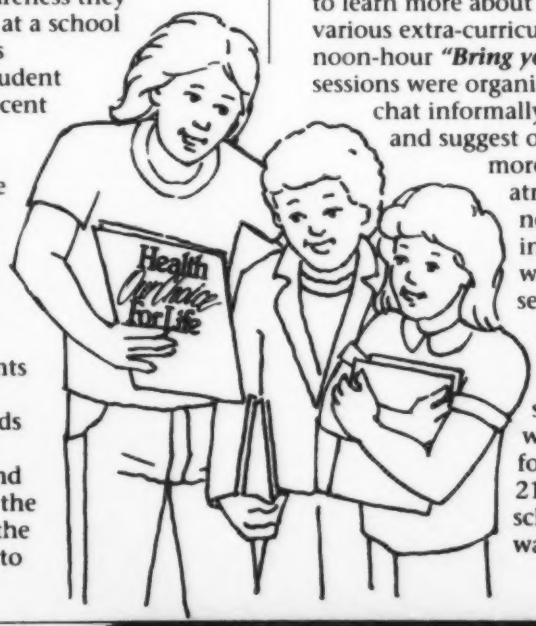
Level:
Primary/Intermediate/Graduate

Action:
A group of interested students, a teacher and a parent formed a ***Welcome Committee.*** First, they contacted the public health nurse for names of some specialists who might help them plan their efforts. To increase awareness they held a panel discussion at a school assembly. The panelists included a university student with cerebral palsy, a recent graduate of the school who moved to Canada from Southeast Asia five years ago and an aide who works one-on-one with disabled students.

Panel members shared anecdotes and gave examples of how students and teachers can make people with special needs feel welcome in a new environment. At the end of the panel discussion the committee introduced the idea of a buddy system to help newcomers feel more welcome. They invited students interested in being hosts/hostesses and students wishing to be paired with a host or hostess to attend a meeting the next day. The meeting included activities to get to know each other, information about the buddy program and an assessment of individual needs and interests. Potential hosts and hostesses were invited to attend an orientation session led by the volunteer coordinator of the local rehabilitation hospital. Following the orientation, those who decided to get involved were matched with newcomers based on mutual interests, needs and age. A pot luck lunch was arranged to give the pairs time to get to know each other.

One enterprising member of the group approached the owner of a local clothing store and convinced her to provide all participants in the program with an ***"I'm a buddy!"*** t-shirt at cost.

Buddy pairs were encouraged to attend the school's annual ***Info on Activities*** session to learn more about (and sign up for) various extra-curricular activities. Monthly, noon-hour ***"Bring your own Lunch"*** rap sessions were organized for participants to chat informally, resolve difficulties and suggest other ways to provide a more welcoming atmosphere for newcomers. To maintain interest, guest speakers were invited to these sessions periodically to talk about community activities which might be of interest to students. It was all worth the effort. After four months, there were 21 buddy-pairs in the school and the program was growing steadily.



SAMPLE #5:

TOWARD A MORE CARING SCHOOL

Health Issue:
Conflict among students on the playground and on the way to and from school presents dangers to the physical health of some students and subjects them to emotionally trying situations.

Objective:
To establish a student-based system for conflict resolution as an alternative to the adversarial strategies often used.

LEVEL:
Primary/Intermediate/Graduate

Action:
A number of positive steps have already been taken to address the issue of safety in and around the school. The playground equipment was well designed and is in good working order. A bicycle safety program is in place following a big push to get all students wearing bicycle helmets and a series of safety demonstrations have been conducted by the local police. Volunteer groups of parents also regularly monitor the riding habits of students near the school. The Block Parent program is growing, with virtually all neighbourhoods around the school involved.

Concern about conflicts and fighting among students led the principal to find out more about an "alternate dispute resolution" system which would train students to help resolve conflicts between other students. Following some research and with the help of an outside specialist an in-service day for teachers was used as a training session on conflict resolution.

This was a logical first step; teachers learned the philosophy and approach and could serve as leaders for the student training program. It it also helped them for their own day-to-day duties. They were encouraged to incorporate conflict resolution into their curricula and employ nonadversarial approaches in their classroom management. Interested students were trained in a weekend retreat workshop; participants formed ***"The School Gloves-Off Group"*** (GOG).

An assembly was arranged to explain the program to the entire school. Parents were invited, too. During the assembly, the principal, some teachers and The GOG talked about the program and used humorous skits to show how things were supposed to work. The program was launched with The GOG reporting conflicts they had helped to resolve so that the principal could monitor and evaluate their efforts.

A training workshop was organized for interested parents (at their request) and the local newspaper, impressed with this team-effort approach, included a couple of articles on the program. These articles sparked the interest of several other principals in the area who then took steps to start similar programs at their own schools. Several months later, the principals got together to compare notes; all reported a steady decrease in conflicts that developed into more serious problems. Things got better and better as teachers became more comfortable with the program and more students were trained to take part.

SAMPLE #6:

TOWARD A SMOKE-FREE SCHOOL

Health Issue:
Smoking is detrimental to the health and well-being of smokers and nonsmokers who are exposed to the tobacco smoke of others.

Objective:
To implement a clean air (smoke-free) policy for the school buildings and property. In short, to create a smoke-free school!

Level:
Primary/Intermediate/Graduate

Action:
A policy that allows smoking only in designated places, i.e., an office area for staff and "under the big tree outside the principal's office" for students, has been in place (and working well) for a couple of years. With the increasing evidence of the risks of "involuntary exposure" to tobacco smoke and the trend toward workplace smoking policies and public legislation, it was decided that the school should consider moving to a totally smoke-free environment.

Two teachers with a special interest in the issue gathered information from various sources, including details of how some other schools had achieved a smoke-free school. Their research showed that a survey was the best place to start. This was done, asking the administration, teachers and students whether or not they were in favour and, if so, what the policy should be like and how it should be implemented and enforced. The majority voted in favour of a smoke-free school and several interested students and teachers including smokers and nonsmokers volunteered to be on the ***"Break-Free Committee"*** to help get things in motion.

A three-month "breathing space" was suggested before the policy would come into effect. This gave the Break-Free Committee time to work out their strategy to implement the plan; it gave smokers a chance to mentally adjust to the change and get involved in a smoking cessation program if they wished. A ***"Last Pack Fair"*** was organized with several community organizations invited to the school to talk about various cessation programs and methods. An outgrowth of this was a stop-smoking course for students held once a week for ten weeks at the school during lunch hour. A newsletter was prepared so all students would have all the information; copies also were distributed to parents at a parent-teacher evening.

When the clean-air policy came into effect, signs were posted at entrance ways and on bulletin boards saying ***"Welcome to our smoke-free school."*** A system to handle complaints and disputes was also created. Six months after the launch, a second survey was done to evaluate the program and to gather information on the current feelings about the policy. The results of the survey led to some helpful changes and improvements. The survey also showed that one-third of the students who smoked prior to the program had quit!

PLANNING SUMMARY #1

CREATE A SHARED VISION OF A HEALTHY SCHOOL

GOAL: To have students and teachers create their vision of a healthy school. Imagine your school as you would like it to be.

Our vision of a Healthy School is one that ...

Meeting date: ..... Number of participants: .....

Participants were: (e.g., students, teachers, principal, school health nurse, etc.)

PLANNING SUMMARY #2

SELECT THE PRIORITY HEALTH ISSUES

GOAL: To agree on issues which can be worked on to create a healthier school environment.

PRIORITY HEALTH ISSUES:	OBJECTIVE(S):

Meeting date: ..... Number of participants: .....

Participants were: (name of the class involved with names of other participants—e.g., parents, other teachers, school health nurse, principal, etc.)

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PLANNING SUMMARY #3

DEVELOP THE ACTION PLAN

GOAL: To establish a realistic plan of action to address each of the health issues.

HEALTH ISSUE #1:

OBJECTIVE:

ACTION STEPS:

What are we going to do?	Who is involved?	When will it be done?
e.g., research nutritional value of food in school vending machines	classroom, parents, librarian & school nurse, etc.	December

HEALTH ISSUE #2:

OBJECTIVE:

ACTION STEPS:

(use more sheets if needed)

PLANNING SUMMARY #4

PUT THE PLAN INTO ACTION

GOAL: To launch the project and carry out the action plan.

Take the Planning Summary that was completed for Step #3 with the priority health issues, the objectives and the proposed action steps.

Step 4 entails "making your objectives work." This means carrying out the specific tasks already outlined.

In Step 4 the group should review their progress, address any obstacles that arise and revise the action steps as needed.

Record all action steps in a project journal or diary. This will help keep track of the progress and help in evaluating how you are doing.

It is also helpful to keep track of names of individuals and contacts that could be used by others at a future time. Comments in the journal should highlight both the things that helped achieve the objectives plus any potential barriers.

The action plan might be carried out over a short time period (one week) or might take the entire school year. Whatever the plan, be sure to celebrate your progress along the way and ensure that as many students and other participants as possible are actively involved in the process.

Action Step	Progress	Obstacles	Revision
1.			
2.			
3.			
4.			
5.			

PLANNING SUMMARY #5

PROJECT SUMMARY

GOAL: To inform others about your activities, celebrate your accomplishments and plan for the future.

School Name: .....

Address: .....

Contact person: .....

Telephone #: .....

Date your project started: ..... Date completed: .....

Approximate number of participants: .....

Outline briefly the activities carried out by your classroom/school and the health issues that were addressed: .....

.....

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Some things that really helped the project were:

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The project made the following special contributions to your school community:

.....

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.....

.....

.....

How did you celebrate your accomplishments?

The planning guide helped in the following ways:

The planning guide would have been more useful if it included:

What are your plans for the future?

Other comments not mentioned above:

Please return a copy of this project summary to:

Healthy Schools Project
Office of Health Promotion
British Columbia Ministry of Health
5-1515 Blanshard Street
Victoria, B.C. V8W 3C8
Fax: 356-8203

Health Our Choice For Life

HEALTHY SCHOOLS REFERENCES

1. World Health Organization "Health Promotion: A Discussion Document on the Concept and Principles" (Copenhagen: WHO Regional office for Europe, 1984).

2. Green, L. and D. Iverson. "School Health Education." *Annual Review of Public Health* Vol. 3, 1982.

3. Epp, Jake (Minister). "Achieving Health for All: A Framework for Health Promotion." (Ottawa: Health and Welfare Canada, 1986) p.6.

4. Hart-Zeldin, C, I. Kalnins, P. Pollack and R. Love. "Children in the context of Achieving Health for all: A Framework for Health Promotion." *Canadian Journal of Public Health* Vol 81. May/June 1990 p. 196-198.

5. British Columbia Ministry of Education. "Learning for Living Primary - Graduation Curriculum Guide." Program Development Branch, 1990.

OTHER PUBLICATIONS

Evaluation guide from NorthWest Regional Educational Laboratory. "How Healthy is your School." 300 South Sixth Avenue, Portland, Oregon. 97204.

American School Health Association. *A Healthy Child The Key to the Basics*. P.O. Box 708, Kent, Ohio. 44240.

"Doing it right! A Needs Assessment Workbook." Published and distributed by the Edmonton Social Planning Council, #41, 9912-106 Street, Edmonton, Alberta, T5K 1C5 (403/423-2031)

The Comprehensive School Health Sourcebook, Staying Well School News, 1352 American Way, Menlo Park, California, U.S.A., 94025 (415/368-0418)

Healthy Communities: The Process and *Healthy Connections: A Planning Guide for Community Health Action*. Both are available though your local health unit or health department.

ORGANIZATIONS

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